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ABSTRACT

A curriculum is presented as part of a plan for improving English language instruction in secondary schools in Nigeria. The current status of English in Nigeria is viewed as ambiguous: the importance of English as a lingua franca and official language is contrasted with the neglect of English instruction and the failure to upgrade language instruction in general, among a great portion of the population. A proposed learning-theory-based plan for English instruction takes as its target the secondary school system of Lagos state. Five levels of English instruction are dealt with. Course objectives, classroom teaching techniques, suggested materials, and evaluation methods are detailed for each level. The program is divided into four skills components: parts of speech, listening and speaking, reading, and writing. (JB)

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A CURRICULAR PLAN FOR IMPROVING ENGLISH INSTRUCTION
IN SECONDARY SCHOOLS IN NIGERIA

by

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FOREWORD

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INTRODUCTION

This curriculum is a plan for improving English language instruction in secondary schools in Nigeria. At the remote national level, Nigeria is a bilingual or multilingual nation with English as one of the languages generally used. At the personal level, most people are bilingual or bi-dialectal only in Nigerian languages because this seems the minimum language requirement for the performance of the life of the city elite. Since people with at least secondary school education take part in professional and administrative activities in which English is essential, only about ten percent of members of the Nigerian speech community reflect the national bilingual or multilingual picture, with English as one of the actively used languages. About 400 languages are spoken in Nigeria. Therefore, the roles of English and the Nigerian languages should be regarded as complementary and not conflicting. The standard of English will only improve relative to that of the local languages. The more the local languages are neglected, the more complex the problems of English language teaching will be.

CHAPTER 2

EDUCATIONAL PHILOSOPHY AND RATIONALE

The actual role of English language in Nigeria has for a long time been hidden under vague terms like second language, lingua franca, national language, the official language, a unifying language and the language of modernization. While curriculum planners, educators and many language specialists have been misled by one or the other of these terms, instruction in English, even in the English department of some universities in Nigeria, has tenaciously clung to the patterns of English dictated by its history rather than to the sociolinguistic realities of a speech community in Nigeria.

However, the English language, from the inception of Western Education in Nigeria, has been one of the main issues of educational and social life in Nigeria.

'--our purpose in training people in the use of English is threefold:

- a. to enable them to understand the content of their education,
- b. provide them with an important means of satisfying their desire to participate in the government and development of their country, and
- c. provide them with means of addressing or understanding a wider world.'

(OKE, 1970:22)

In 1883, Colonial administrators decided to participate in educational activities in Nigeria. Their reasons were partly due to the desire to orient educational activities to meet a staff which was bilingual in English and the local languages and partly for financial reasons. It was decided that:

- a. in the early stages of the elementary school, the vernacular should be used;
- b. vernaculars spoken by a limited group of peoples should be displaced by more dominant or union languages;
- c. in the middle or secondary schools and in technical schools, English must be used and
- d. to ensure this, the teaching of English in the upper classes of the elementary schools is advisable.

(Colonial Office: 1927)

CHAPTER 3

SOCIAL REALITIES OF ENGLISH INSTRUCTION IN NIGERIA

(i) Introduction

The social realities of English instruction in Nigeria are based on some psychological and historical factors. Valid information on the social realities could not be given without the discussion of some psychological and historical factors. To solve the problem, topics included in the social realities of English instruction are discussed under the following subheadings:

1. The English Language in Nigeria
2. Different Dialects of English Spoken in Nigeria
3. Prestige of English in Nigeria

(ii) The English Language In Nigeria

English has been the most important language in Nigeria, since it replaced Negro-Portuguese as the trade language of the West African coast, during the first half of the nineteenth century. While Negro-Portuguese was the language used by the Portuguese and Africans when the slave trade was going on, English is the language of the Western Culture brought to Nigeria, by the British during the colonial period. English derives its status as Nigeria's "official" or the language of official transaction today mainly from its being the language of the Western Culture inherited at independence in 1960 and now an important part of national life.

The two social classes who use English minimally in transacting official business in the civil service, in education above the primary

school level, and in professions that involve contact with people literate in English, are the members of the elite and marginal elite. Nigerian writers in English belong to the latter class. Also, everybody who has had at least a high school education has been exposed to and was affected by English, though he might never use it again after graduating if he does not work or live in the city or get into situations in which he might have to use the English language.

'The first mission schools in those parts of Africa which were colonized by the British, were modelled as closely as possible on the best schools the missionaries knew. These were the English elementary schools, which we now call primary schools, and the English public schools, providing what we now call secondary education.'

(G. P. McGregor:1)

(iii) Different Dialects of English Spoken In Nigeria

The variety of English taught in schools now is modelled after the speech and writings of native speakers. Though this dialect may be understandable, it often does not represent the dialect needed for communication outside the classroom. Students have been found switching dialects in response to various topics. They may use classroom English when discussing topics suggested by their teachers in a structured context, and bring in other patterns and expressions when permitted to be creative or discuss topics of their own choosing.

The standard form of English or what is now being referred to as educated Nigerian English, is not frequently used outside the school or conference room of senior executives. The most frequently used variety of English in informal, non-public contexts is Pidgin. Pidgin is a simplified speech used for communication between people with different

languages.

Nevertheless, the choice of English to be written or spoken depends on the educational background of the speaker/writer and the degree of formality of the situation. High levels of education and very formal situations tend to result in a type of English that is modelled on that of American or English speakers.

(iv) The Prestige of English in Nigeria

As the language of the upper level of administration and of secondary and post-secondary levels of education, of science and technology, and international communication, English enjoys considerable prestige in Nigeria. Due to the gradual emergence of Nigerian businessmen, political leaders, farmers, and community leaders who are not very fluent in English but are nevertheless successful socially and economically, a high degree of proficiency in English is no longer regarded, by many as a necessity for social advancement. In the traditional communities where English is not essential for the performance of roles, English does not have much prestige.

The degree of distance of English from the local languages structurally and culturally does not favour the often advocated near native-speaker fluency in English. It is often suspected that this wide difference might present some hostility against the development of a Standard Nigerian English with adequate international comprehensibility.

Nevertheless, as a result of increasing educational facilities at all levels, more pupils and more university undergraduates are being educated in English than ever before. Despite the amount of effort in English language instruction, the social environment especially in rural

areas, at the primary and elementary levels prevents the achievement and maintenance of a high standard of fluency.

The spread of industries into rural areas, which some linguists and sociologists have always regarded as an irresistible force in facilitating the adoption of the language of technology, has not achieved as much. The majority of the employees are usually within the low income class. Even after they have been educated for some years in English, work with colleagues who would rather speak a local language would not allow them to improve their English. Unless they are administrators, they do not have to maintain any form of fluency in English. Not only that, most labourers usually hold jobs in which technical skills rather than fluency in English are rewarded. Along with the labourers, some of the industrialists and senior technical and administrative staff are usually non-native speakers of English.

In conclusion, English derives its status as Nigeria's official language today, mainly from its being the language of the Western Culture inherited at independence in 1960. The two social classes who use English mainly in transacting official business in the civil service, in education above the primary school level, and in professions that involve contact with people literate in English, are the members of the elite and marginal elite. Everyone who has at least a high school education has been exposed to and affected by English, though they might never use it again after graduation if they do not work or live in the city or get into situations in which they might have to use English language. The most frequently used variety of English in informal non-public contexts is Pidgin. Due to the gradual emergence of Nigerian businessmen, political leaders, farmers and community leaders who are not very fluent in

English but are successful socially and economically, a high degree of proficiency in English is no longer regarded by many as a necessity for social advancement. Despite the amount of effort in English language instruction, the social environment especially in rural areas at the primary and secondary levels prevents the achievement and maintenance of a high standard of English. Majority of employees that work at industries in rural areas are usually within the low income class. Unless they are administrators, majority of employees working at industries in rural areas do not have to maintain any form of fluency in English. Whether the people are labourers, farmers, administrators or people of other professions, a plan that contain meaningful activities in English instruction is needed for everyone in Nigeria.

CHAPTER 4

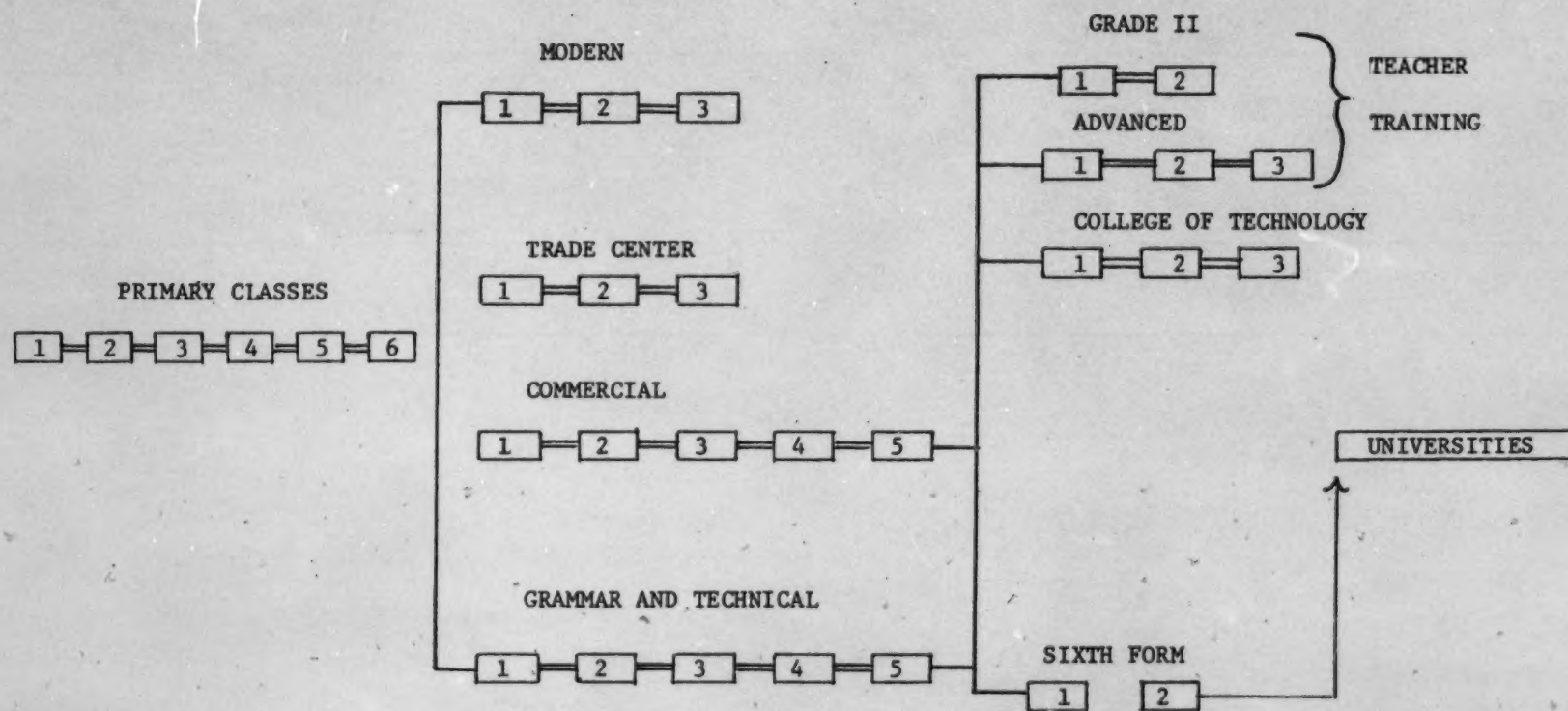
A LEARNING THEORY-BASED PLAN

I. GENERAL STRUCTURE OF SCHOOL SYSTEM IN LAGOS-STATE, NIGERIA

Lagos is one of the existing states in Nigeria. At present, students spend about 6 years at the primary level if they do not repeat any of their classes. At the end of the 6 years a general examination called G2 is given to the students. Not all the students take the G2 exams because some of them leave for secondary schools in primary 5. Modern Schools are vocational secondary schools for girls. A period of 3 years is devoted to the training of girls in courses like cookery, laundry and needle work. These courses are offered in English. Trade Center is a technical school for boys. Some of the classes offered are woodwork, craft, metal work and some others. The instructions are held in English. Students go out to get jobs at the end of their course of work at the trade center. Commercial schools are either co-educational or for boys alone and girls. Grammar and Technical schools are secondary schools that could be co-educational or for boys and girls alone. Grade II is a teacher training college where most students attend on the completion of their work at the modern schools. Advanced Grade I is a teacher training college where students from Grade II schools continue their studies. College of Technology is a school offered for students completing courses in commercial schools, grammar schools, and technical schools. Students are awarded either a Nigerian diploma or higher Nigerian diploma on the completion of their studeis at the college of technology. Sixth

Form is a two year advanced grade that is offered for students on the completion of their studies at the grammar, commercial and technical schools. The sixth form is equivalent to the Junior Colleges in America. Students who successfully complete their studies could either take a job or go on to the universities. Students who successfully complete their education at the commercial, grammar and technical schools could take an entrance examination to the universities and start their university courses at the preliminary level. On the other hand students who successfully complete their instruction at the sixth form could skip the preliminary level which is equivalent to the freshman year in American schools and start off at the first year, which is equivalent to the sophomore year.

THE STRUCTURE OF SCHOOL SYSTEM
IN LAGOS STATE NIGERIA



II. STRUCTURE OF SECONDARY EDUCATION

In Lagos State Nigeria any formal education above the primary schools and below the university are grouped under secondary education.

(i) Secondary Modern Schools

These are mainly for girls in Lagos Division who follow a three year course in commercial subjects and domestic science. In Badagry, Epe, Ikeja and Ikorodu divisions students go through a four-year (commercial) or three-year course. Secondary Modern School Leaving Certificate Examination is taken at the end of the course. If the performance of some of these students are high at the end of their first year in the modern schools, they could be transferred to class II in secondary grammar schools at the beginning of the next year. According to the Lagos State Ministry of Education and Community Development, there are strong indications that modern schools will be replaced by other types of secondary institutions in the near future.

(ii) Secondary Commercial Schools

These schools offer five year courses which lead to the West African School Certificate or General Certificate of Education (at an ordinary level) examinations in Commercial subjects. Furthermore, some of these schools prepare students for examinations prescribed by professional bodies such as the Royal Society of Arts and Corporation of Secretaries.

(iii) Secondary Technical Schools

These schools can be classified under secondary grammar schools with technical bias. Very few of these schools exist. They are very particular

about the physical sciences and technical subjects such as technical drawing, metal work, woodworks, etc. Students pay a certain amount of school fees to attend these schools.

(iv) Secondary Grammar Schools

Secondary grammar schools are generally recognized and approved to provide courses leading to the West African School Certificate Examination. Some of these schools, which are not yet recognized prepare their students for the General Certificate of Education at the Ordinary Level. The course of study at the grammar schools generally lasts for five years. Very few of the grammar schools offer a further two year course that is called the Higher Secondary Certificate course.

All grammar schools are fee paying and admissions into them is generally by competitive examinations. These examinations are usually taken after or during the primary school course.

CHAPTER 5

DAY, NIGHT AND BOARDING SCHOOLS IN NIGERIA

Three major concepts applied to the types of schools in Nigeria are day schools, night schools and boarding schools. Day schools are structured for students who are going to school from their homes in the day-time. The time for the daily lessons for these students ranges from 7:30 a.m.-1:00 p.m. or 8:00-3:00 p.m. depending on their levels of education and the schools they attended. Night schools are structured for students who cannot get into the day schools. For night school students, school starts between 1:30 p.m. and 2:00 p.m., and ends between 6:30 p.m. and 8:00 p.m. depending on their levels of education and schools they attend. Boarding schools are for students who live in the boarding houses. Their program includes activities for day students who come from their homes and boarding students who live in the school compound. Furthermore, some boarding schools include activities for night school students. Activities in the boarding schools commences between 4:00 a.m. and 6:00 a.m., and ends between 10:00 p.m. and 10:30 p.m.

CHAPTER 6

SPECIAL TIPS FOR TEACHERS

1. Never start the first day in a term by scolding your students.
2. Never start a subject if your students are noisy because you may spend the whole term solving discipline problems rather than teaching.
3. Spend at least 5 minutes at the beginning of each lesson, in questioning students on previous lessons.
4. Use high order questions that is based on translation, synthesis and analysis in getting students participation.
5. Use non-verbal cues like a smile and a nod of the head in your classes.
6. Always give students enough time to answer your questions.
7. Use stimulus variations e.g.
 - a. Lecture + Posters + Chalkboard
 - b. Lecture + Textbooks + Films
 - c. Lecture + Textbooks + Overhead Projectors
 - d. Handouts + Lectures + Textbooks
8. Maintain eye contact with students at all times. In other words, don't talk while facing the blackboard.
9. Address students by their names instead of using pointers or saying you, that girl, that boy, etc.
10. Never stand on one spot while you are lecturing. Move around.
11. Reinforce your students immediately they give or show a desirable behavior e.g., Good! OK! Yes! That's it! Exactly!

CHAPTER 7

LEVELS AND SKILLS/PARTS OF SPEECH

Introduction

Students have different learning problems in Nigeria. Some of them could have problems in listening, some could have problems in speaking, reading and writing. To help find out the problems that students are having, a plan for pretest has been designed. The major aim of the plan is to help teachers plan activities that students need and to help eliminate repetitious lectures that could prevent students from being interested in the learning of English. The plan is not for instruction in one state alone, it is a plan that could be adopted by teachers in various states. If adopted by teachers in various states, the plan could be modified to suit the needs and cultural background of the students.

Parts of Speech are included in the plans on levels and skills. Teachers cannot exclude the teaching of parts of speech from the levels and skills. A concentrated plan has been designed for instruction in classes 1 to 3 on the different learning skills. A less concentrated plan has been designed for students in classes 4 and 5. The reason behind the less concentrated plan is due to a lack of resource materials. Since classes 4 and 5 are levels where teachers build on what students have learned from classes 1 to 3, plans designed for classes 1 to 3 students could be modified by teachers to suit students in classes 4 and 5. A separate plan has been designed on the use of dictionary to help students learn better English in class, and to help teachers improve English

language instruction.

- (i) General Objective: Students in Classes 1 to 5 have to be able to listen, speak, read and write.

(ii) Learning Objective for Which a Pretest is Designed

1. Presented with a mimeographed paragraph selected by the teacher.

Class 1: Students will identify nouns by underlining each noun and verb correctly.

Class 2: Students will identify nouns and verbs by underlining each noun and verb correctly.

Class 3: Students will identify nouns, verbs, adjectives and adverbs correctly.

Class 4: Students will identify nouns, verbs, adjectives, adverbs and pronouns correctly.

Class 5: Students will identify nouns, verbs, adverbs, adjectives, interjections, conjunctions, pronouns and prepositions correctly.

2. All students in classes 1-5 will achieve 90 percent accuracy on the pre-test.

(iii) Description of Diagnostic Procedure

A pre-test will be administered to:

- a. Class 1 students in the form of a paragraph containing at least fifty nouns on which students will identify nouns by underlining nouns. Each noun that is not underlined, as well as any other part of speech underlined will be a miss. Students achieving at least 90 percent accuracy will be placed in one group. Those falling below 90 percent accuracy will be placed in another group.
- b. Class 2 students in the form of a paragraph containing at least fifty nouns and verbs on which students will identify nouns and

verbs by underlining nouns and verbs. Each noun and verb that is not underlined as any other part of speech underlined will be a miss. Students achieving at least 90 percent accuracy will be placed in one group. Those falling below 90 percent accuracy will be placed in another group.

- c. Class 3 students in the form of a paragraph containing at least fifty nouns, verbs, adjectives and adverbs on which students will identify the specified parts of speech by underlining them. Each noun, verb, adjectives and adverb that is not underlined as well as any other part of speech that is underlined will be a miss. Students achieving 90 percent accuracy will be placed in one group. Those falling below 90 percent accuracy will be placed in another group.
- d. Class 4 students in the form of a paragraph containing at least fifty nouns, verbs, adjectives, adverbs and pronouns on which the students will identify the specified parts of speech by underlining them. Each specified parts of speech that is not underlined will be counted as a miss. In addition, any non-specified part of speech that is underlined will be counted as a miss. Students achieving 90 percent accuracy will be placed in one group. Those falling below 90 percent accuracy will be placed in another group.
- e. Class 5 students in the form of a paragraph containing at least fifty nouns, verbs, adverbs, adjectives, interjections, conjunctions, pronouns, and prepositions on which students will identify the specified parts of speech by underlining them. Each specified part of speech that is not underlined will be

counted as a miss. Other non-specified parts of speech that is underlined will be counted as a miss. Students achieving 90 percent accuracy will be placed in one group. Those falling below 90 percent accuracy will be placed in another group.

(iv) Description of Instructional Procedure Based on Diagnosis

Low Group Students in Classes 1-5

Teacher will personally instruct:

1. redefine the specified parts of speech for the students.
2. conduct oral recognition exercises using:
 - a. pictorial representation,
 - b. actual examples in the classroom
3. introduce appropriate practice that includes:
 - a. oral language experience exercises,
 - b. written recognition exercises

Low group students in classes 1 to 5 will:

1. respond orally on group recognition and language experience exercises.
2. do appropriate written practice.
3. respond with 90 percent accuracy on a written post test similar to pre-test.

High Group Students (Classes 1-5)

1. Teacher will develop a learning package for high group students in Classes 1-5.
2. Teacher will encourage high school students in Classes 1-5 to join in the class discussion. Suggestions would be welcomed from these students regarding various activities in their

classrooms. On no account would they be discouraged from giving a good suggestion or participating in the classroom activities.

3. Teacher will encourage students in the high group to explain different concepts relating to classroom activities to students in the low group.

High Group Students in Classes 1-5 will:

1. Work individually or in groups on learning packages dealing with higher concepts of the specified parts of speech for their classes. (abstract vs. concrete).
2. Participate in class discussions from time to time.
3. Explain different concepts relating to classroom activities to students in the low group.

(v) Alternatives To Group Instruction

1. Sociometric Groups
2. Partner Learning
3. Independent Work, i.e., slow/fast student
4. Prior knowledge of grouping by the teacher.
5. Self Instructional Packages
6. Role playing

(vi) Materials

Textbooks, handouts, chalk-board, transparencies, posters, cassette player, learning package, etc.

(vii) Evaluation of Students' Work

1. Pretest
2. Post Test
3. Oral/Written exercises

(viii) Evaluation of Teachers' Work

1. The result of student's performances on the post test including oral and written exercises could be one way by which teachers could have an evaluation of their works.
2. Teachers could record their lessons on a tape recorder from time to time. They can use the categories developed by Ned A. Flanders (1959) to analyze the levels of their teaching. The result of these analysis could aide them in self improvement as teachers.
3. Teachers could get some of their colleagues to observe their classes at a pre-announced time. Students should be told by their teachers that teachers, and not students are to be evaluated at this time. This is to ensure a valid evaluation of the observed lessons.

FLANDERS INTERACTION ANALYSIS SYSTEM*

Teacher Behaviors or Teacher Talk	Indirect	1. Teacher accepts student's feelings, e.g., predicting or recalling feelings in a nonthreatening manner.
		2. Teacher praises or encourages students, e.g., OK, Good response to students actions, nodding of the head, etc.
		3. Teacher accepts or uses student's ideas, e.g, clarifying, building, or developing ideas suggested by a student.
		4. Teacher asks question, e.g., asking a question about a subject with the intent that a student answers.
Teacher Behaviors or Teacher Talk	Direct	5. Teacher lectures, e.g, giving facts or opinions about a subject, expressing his own ideas, and asking rhetorical questions.
		6. Teacher gives direction, e.g, commanding, ordering and giving directions to which student is expected to comply.
		7. Teacher criticizes or justifies his authority, e.g, stating why teacher is doing what he is doing.
Student Behavior or Student Talk		8. Predictable student response to teacher question, e.g., teacher asks a question and student answers.
		9. Student-initiated response, e.g, student giving opinions, or student questioning teacher.
Miscellaneous		10. Silence or confusion, e.g., short pauses, short periods of silence, laughter and short periods of confusion.

*Based on the Categories for Interaction Analysis developed by Ned A. Flanders, University of Minnesota, 1959.

CHAPTER 8
DEVELOPMENT OF LEVELS AND SKILLS
CATEGORY A
LISTENING AND SPEAKING

CLASS I LEVEL

General Objective

A comprehensive language experience designed to improve basic sounds and structure patterns of English in oral social situations.

Specific Objective

1. Given the name of their teacher, all the students will demonstrate their first step in improving basic sounds by correctly pronouncing their teacher's name. (At least 75 percent of the time).
2. Given the opportunity, all students will introduce themselves and ask questions concerning each others names in correct fluent English. (At least 85 percent of the time).
3. Given two minutes at the beginning of the daily lessons, all students will participate in a simple dialogue of greetings. All the students are expected to use correct fluent English at least 65 percent of the time.
4. All the students will be encouraged to apply the basic sentence structures of their language(s) in oral English learning experience. A girl from a Yoruba speaking home might be encouraged to apply the basic structure of her language in improving her

oral English. e.g.

Emi	1
iwo	you
owun	he/she
awa	we
eyin	you
awon	they

5. All the students will identify and name classroom objects using correct basic sentence structures 75 percent of the time.
6. All the students will use simple affirmative sentences to describe themselves at least 80 percent of the time.

Oral Identification:

Teacher - model each structure four or five times

Student - repeat after the teacher

Example:

Teacher - My name is Miss Kinyomi.

What is your name?

Teacher should reinforce the dialogue by asking students to say their names and continue the dialogue with each other.

Immediate Needs

I. Student to Teacher:

1. Please Miss Kinyomi, may I go to the toilet?
2. Miss Kinyomi, may I have a pencil?

II. Teacher to Student:

1. Yes Ade, you may go the toilet.
2. Yes Fola, you may have a pencil.

III. Student to Student:

Student 1: Bola, may I have a piece of paper?

Student 2: Yes, Ade, you may have a piece of paper.

Classroom Vocabulary

1. Teacher should present a substitution drill using controlled structure with the use of pictures of classroom objects.

Example:

What is it? It's a ruler

What do you want? I want a book.

What do you have? I have a pen.

What is it? It's an apple.

What do you have? I have an orange.

2. Teacher could tell the students about the use of a and an. Students could also be taught what is called definite and indefinite articles.

Example 1

A and an are called indefinite articles because they do not point out particular persons, places or things. Teacher should ask students to give examples of indefinite articles, e.g.,

a car an eagle

a pen an apple

Example 2

- a. The is called the definite article because it points out particular persons, places or things, e.g.,

This is the book we need. (a particular book)

The car belongs to Ade. (Ade's car)

- b. The may also be used to indicate a general class of nouns. At this

stage, the teacher should first ask the students for the definition of a noun.

If their definition of a noun is the name of a particular person, place, or thing, tell them they are right. Next the teacher should point out to the students that there are two types of nouns.

- i. Proper noun, which is the name of a particular person, place or thing, e.g.

Kofo drove her car to school.

Taiwo and Kemi came to school.

- ii. Common noun, which is the name applied to a class of persons, places, or thing, e.g.,

The boy walked down the street.

The man went to the airport.

Given the above examples, students could be asked to give further examples of proper and common nouns orally.

Self-Identification

Teacher should drill questions and answers relating to the student's identification, by the use of question-tags and answer-tags.

Example:

Olu can run, can't he?

Yes, he can.

In the above examples, can't he is called a question-tag, and he can is called an answer-tag. Teacher should explain the ways by which question-tags could be said to the students.

Example:

1. Students could be asked to think of the word: Auntie in relation

to can't he.

2. Students could next be asked to pronounce Auntie several times.
3. Teacher should next make the word a question: Auntie? After that, students could be asked to say it after the teacher
Auntie? Auntie? Auntie?
4. Students can now say can't he in exactly the same way, first as if it is a question.

↗ Auntie? ↗ can't he?

Then as if it is an answer: ↘ Auntie ↘ can't he

In both cases can't should be said much louder than he, and the h of he should not be clearly heard.

5. Students can now turn back to the first example:

Olu can run, can't he?

The question-tag, can't he, can be said either the first way

↗ can't he? or the second way, ↘ can't he.

If it is said in the first way, the sentence sounds like a question. Teacher should explain that they, the students think Olu can run but they are not quite sure, and they seem to be saying "Are we right?" If said the second way, teacher should explain that it doesn't sound like a question at all. The students should be told that they know Olu can run, and their voices seem to be saying "Tell us you agree." All question-tags can be said in either of these two ways, but the teacher should stress the second way by repeating the following several times:

↘ can't he ↘ aren't (am I not)

↘ can't you ↘ isn't she

↘ won't he ↘ wasn't it

↓ don't they ↓ don't you

↓ shan't I ↓ doesn't it

(=shall I not)

↓ didn't we

↓ mighn't we

↓ wouldn't we

↓ should't we

↓ couldn't we

In all these examples, students should say the first word loudly, and the second word softly:

↓ can't he, not can't he.

6. All the students should now read the following complete examples. (One pupil or group of pupils should ask questions, taking care with the intonation and stress of the question-tag, and another should give the correct response).

- a. His name is Tola, isn't it? Yes, it is.
- b. A snake is dangerous, isn't it? Yes, it is.
- c. Abraham Lincoln was an American, wasn't he? Yes, he was.
- d. You told me you were leaving, didn't you? Yes, I did.
- e. You come from Nigeria, don't you? Yes, I do.
- f. The car broke down, didn't it? Yes, it did.
- g. We'll be seeing them again tomorrow, shan't we? Yes, we shall.
- h. Visitors have to call at the office, don't they? Yes, they do.
- i. Lightning can hurt you, can't it? Yes, it can.
- j. If I was going to America, I'd have to buy new clothes, wouldn't I? Yes, you would.

NOTE: This exercise can be repeated several times.

Visual Discrimination

1. Teacher could develop a lesson which will teach the common names of geometric shapes.

Example:

This is a square.
 This is a circle.
 This is an oblong.
 This is a triangle.
 This is a rectangle.

2. Teacher could have the students identify the shape of objects in the classroom or the school in relation to geometric shapes.

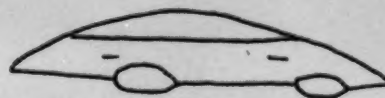
Example:

The clock is a circle.
 The picture is a square.

3. By the use of flannel board figures that have removable and separate parts such as people, cars, and rooms, students could be asked to identify each figure part as they put it on the board.

Example:

This is a car.



Groupings

1. Individual Activities
2. Group Activities
3. Class Activities
4. Role Playing Activities

Materials

Textbooks, handouts, tape recorder, pictures, black board, flannel board.

Evaluation

Oral demonstration of the following:

- a. Teacher's Name
- b. Classmates Names
- c. Basic Sentence Structures

CLASS II LEVEL

General Objective:

A language experience designed for the improvement of oral communication with reasonable facility, core structures and vocabulary so that students might focus their attention on the content and meaning.

Specific Objective:

1. Provided with specific plays by the teacher, all the students will role-play a part in a play using correct vocabulary and sentence structures at least 80 percent of the time.
2. Given several choices, all students should describe festivals in their towns with 85 percent accuracy.
3. Given the opportunity, all the students should participate in a teacher-controlled activity with adequate response 85 percent of the time.
4. All the students should be able to listen to a story and retell it with help from the teacher at least 75 percent of the time.
5. All the students should increase their vocabulary by consistent learning of at least 5 new words per week and making them a part of their oral vocabulary.
6. All the students should use correctly English sounds, such as the long and short vowels with 75 percent accuracy.
7. Provided with several drills, all the students should be able to distinguish different sounds at least 75 percent of the time.

8. Given various examples by the teacher, all the students should be able to give words to describe selected concrete nouns.

Suggested Activities

1. Role-Playing

Students like participating in activities which are meaningful. These activities that are meaningful are those that students enjoy. Teachers should set up a model for role-playing in the classroom. Furthermore, teachers should give equal opportunity to each of the students.

Example of a dialogue for use in a model provision store:

Mrs. Oye: Good Morning! May I help you?

Bola: Good Morning! I want to buy some milk.

Mrs. Oye: Do you want anything else?

Bola: Yes, I want a loaf of bread, and a dozen eggs.

Other activity for role-playing could be taken out of literature books, magazines, etc.

2. Description of Festivals

Festivals are highlights of social events in Nigeria. Students could be asked to write down a list of the festivals they know on the blackboard. Furthermore, teachers could call on some of the students to describe one of the festivals, using the following format:

1. What festival is famous in your town?
2. Where is your town?
3. Why is the festival celebrated?
4. When is it celebrated?

If the festival pertains to particular persons, teachers could expand

the questions using who?

List of Popular Festivals:

1. Ogun Festival
2. Oshun-Oshogbo Festival in Oshogbo
3. Eyo Festival in Lagos
4. Egungun Festival
5. Ileya Festival for the Muslims

3. Retelling of A Story

In retelling various stories, teachers should ask the students to read aloud first. Explanation of difficult concepts could be made as the students are reading. Teachers should not interrupt the stories unnecessarily. Students have been found to lose interest in stories due to unnecessary interruptions from their teachers. After reading aloud, students should be asked to read silently for further comprehension. Next students should be asked to listen to their classmates as the stories are told to the class.

Teachers could also pre-record a play, ask the students to listen to the tape, and ask a student to retell the story with contributions from other children.

4. Long Vowel Sounds

Students should be asked to listen for sounds that are similar.

Example:

A. Long a sound

1. I will wait for Kate at the gate.
2. I hate to be late for a date.

B. Long e sound

1. His feet are on the seat.

2. I wish he would be neat.

C. Long i sound

1. It is not right to have a fight

2. I turn on the light at nine at night.

D. Long o sound

1. I wrote a note but it's in my coat.

2. The old boat just won't float.

E. U sound as in use and blue

1. Sue had a new, blue dress.

2. I will have to use a new fuse.

The activity could be reinforced by using word-rhyme substitution.

5. Distinguishing Sounds

A. Teachers could provide drills that stress different sounds.

Examples:

z sound of s (voiced consonant z)

his	these
-----	-------

plays	those
-------	-------

does	please
------	--------

s sound of s or c

kiss	this
------	------

place	city
-------	------

sun	once
-----	------

B. Teachers could provide drills that compare sounds in word pairs.

Examples:

z sound of s (voiced consonant z)

his	these
-----	-------

plays	those
-------	-------

does please

S sound of s or c

kiss this

place city

sun once

C. Teachers could provide drills that stress different sounds.

Examples:

his city

this these

plays place

D. Teachers should explain words containing sounds in phrases or sentences.

Example:

1. Ade plays with his sister.
2. Don't lose your place in the book.
3. Did you miss the plane?

E. Tape recordings could be used occasionally, to reinforce appropriate pronunciation drills.

F. Teachers could reinforce correct sound production with tongue twisters.

Example:

1. What do you see on a seashore?
2. I see shells on a sea shore.
3. How much wood would a woodchuck chuck if a woodchuck could chuck wood? chuck, chuck.
4. A bottle with a stopper and a hammer and a chopper and a lady.
5. The rain in Spain stays mainly in the plain.

Teachers should illustrate manner of articulation if students are having difficulty in pronouncing tongue twisters.

- G. Teachers could use mirrors to enable students to compare the shape of their mouths as they produce sounds to the shape of the teachers as teachers produce the correct sounds
- H. Teachers could make a diagram of the mouth, using a red tape to represent the tongue. Position of the tongue which corresponds to the sounds should be pointed out to the students.

I. Descriptive Words

Students could be asked to take turns at giving words to describe selected concrete nouns.

Example:

The Teacher

The teacher is nice.

The teacher is short.

The teacher is young.

The teacher is happy.

The Playground

The playground is good.

The playground is small.

The playground is noisy.

The playground is sunny.

Students could be asked to use other adjectives to replace the adjectives that were given. The activity could be further reinforced by giving oral drills to the students.

Materials

Tape recorder, storybooks, handouts on dialogue series, mirrors, diagram

of the mouth, blackboard.

Evaluation

Oral drills.

CLASS III LEVEL

General Objective

Effective communication through the use of oral English.

Specific Objective

1. All the students will participate in role playing activities.
2. All the students will communicate their needs using correct English sounds.
3. All the students will participate in a free discussion of a current event with adequate response at least 80 percent of the time.
4. All the students will increase their vocabulary by word substitution in a pattern of sentences at least 80 percent of the time.
5. All the students will demonstrate the importance of correct pronunciation by participating in pronunciation exercises whenever the need arise.
6. All the students will describe activities and states in time, through the use of correct time and tense at least 80 percent of the time.

Suggested Activities

Class 3 is the intermediate level for all students in a regular "Grammar School." It is also a critical level for most students. If they have been finding English classes a bore, Class 3 English would

be dreaded the more. Teachers need to plan meaningful activities which students could find rewarding. Something students can look forward to, something that would make them determined to learn a language which is foreign but needed for the mastery of their subjects. Furthermore Class 3 is the level where students lean toward science objects because they cannot school themselves to the mastery of English. They cram to pass examinations without accepting the fact that they need help with their English. Science books are written in English, the formulars are enough to bail students. According to Rudolf Dreikers, a perceptual psychologist, we are all utilizing 15 percent of our potential abilities. No student is born dumb, teachers need to dig out and help students to use more of their potential resources.

I. Role-Playing

- A. Teachers could ask students for a list of ethnic heroes whose parts could be acted in front of the class. Initially, role-playing could be limited to short sentence structures of two or three minutes duration.

Example:

1. Timi of Ede
2. Gbonka
3. Moremi

- B. With the permission of other teachers, students could even role-play the part of teachers in the school. The students will be found working hard at speaking effectively because they would not want to be caught speaking bad grammar while role-playing a teachers' part.

Example:

Finalist of Baptist High School, Iwo, Nigeria are given a banquet every year. At the banquet, students are allowed to role-play the part of any of their teachers. These teachers comment that some of the students would have been better off if they were vocal in class.

By all means, playing the teachers part could be a way of bridging the gaps between students and teachers. If this were made part of the curriculum instead of extracurriculum activity, students would be more relaxed and more eager to learn. They like showing off and they play the part of their teachers when nobody is looking.

- C. Role-Playing activity could be reinforced further, by reading articles on personalities in current news and appointing students to act the parts.

II. Immediate Needs

Teachers should ask students about situations where they feel they cannot function adequately in English. A check list of the situations should be set up by the teachers. However, students should have a vote concerning which of the situations would be good to make a dialogue.

Example:

1. Talking to teachers in the staff room.
2. Finding one's way around the city.
3. Telephone communications and conversations.
4. Talking to people at parties.
5. Expressing feelings to people.

III. Current Affairs

Teachers should work at making current affairs a part of the daily lessons. Students watch television in their homes, some go to "interhouse sports" in other schools, and they all want their friends to know what had happened.

- A. Television: If teachers ask for the number of students who watch television programs, hardly any hands would be raised. On the other hand, if teachers ask questions on the latest issues on "the village headmaster," "Baba Mero," and "Baba Sala," almost all hands would be up. Questions could be made up by teachers to guide students through the watching of these programs. Furthermore, students could be encouraged to listen to news on the radio or television if teachers make listening to news a part of the curriculum. For example, points could be given for oral account of current news.
- B. Interhouse Sports: These could be made a part of the English curriculum in schools. Students rush through their lunch hours to be on time for interhouse sports in other schools. Teachers could give points for an oral account of these activities. Other events could also be discussed to reinforce effective communication among the students.

IV. Vocabulary Expansion

- A. Students could be asked to reword some statements.

Examples:

<u>Teacher</u>	<u>Student</u>
1. Close the door.	1a. Shut the door.
	b. Do not leave the door open.
2. Do not hit the child.	2a. Do not beat the child.
	b. Do not smack the child.
3. Give it to me.	3. Hand it to me.

- B. Students could be asked to call out the antonyms or synonyms of a list of words. These should be written on a blackboard.

Example:

<u>Antonyms</u>		<u>Synonyms</u>	
<u>Teacher</u>	<u>Student</u>	<u>Teacher</u>	<u>Student</u>
good	bad	happy	contented
in	out		joyous
fast	slow		gay
up	down		

V. Pronunciation Exercises

- A. Teachers should provide items to be pronounced by columns and pairs by the students.

Example:

	<u>Noun</u>	<u>Verb</u>
the _____	→ suspect	to suspect
the _____	→ project	to project
the _____	→ insult	to insult
the _____	→ convert	to convert
the _____	→ conflict	to conflict
the _____	→ conduct	to conduct

- B. Teachers should provide meaningful context for each word to the pattern of difference.
- C. Teachers should reinforce the activity by writing sentences in meaningful context on the blackboard. Students should be asked to fill in the correct answer orally.

VI. Describing the Activities

Teachers should explain the following to the students.

Past time	yesterday
Present time	today
Future time	tomorrow

Past Time

I got up at 8 yesterday.

I washed my clothes yesterday.

I finished my examinations yesterday.

I went to a party yesterday.

Present Time

I go to school everyday.

I eat my lunch everyday.

I take my bath everyday.

I sleep at night everyday.

Future Time

I will write a book tomorrow.

I will go to France next year.

I will read my book after class.

I will marry you tomorrow.

Materials

Television, blackboard, handouts.

Evaluation

1. Oral presentation
2. Role playing activities
3. Oral drills

CLASSES IV AND V LEVEL

General Objectives:

A comprehensive language experience designed for the application of materials that students learned from Classes 1 to 3 in their field of studies.

Specific Objective:

1. Given the opportunity, all the students will demonstrate the

- ability to enunciate correctly, by applying the skills learned from their previous classes. (At least 75 percent of the time).
2. Given the opportunity all the students will demonstrate their interest in progressing by applying what is learned in the classroom to other subjects at least 90 percent of the time.
 3. Given the opportunity, all the students will voluntarily present excerpts from papers they are writing in other classes orally at least 75 percent of the time.
 4. Given the opportunity, at least 75 percent of the students will participate in dialogue series, using correct fluent English.
 5. Given the opportunity, all the students should improve their vocabulary by persistently learning new words independently.
 6. Provided with various drills, all the students should be able to distinguish between different sound at least 80 percent of the time.
 7. Given the opportunity, at least 75 percent of the students should participate in role playing activities.

Suggested Activities

Class 4 is the stage where students tentatively deviate from participating in all the courses offered at the schools to participating in science oriented or art oriented courses. Class 5 is the stage where all the students vigorously review what they have learned from the classes they have taken from their first year in the secondary school. Teachers should leave room for modification of materials they are teaching to suit students who are science oriented or art oriented.

Class Activities

I. Speeches:

Teachers could ask students to give speeches on their chosen fields. Also, teachers could guide students through the following:

- A. Selecting a subject and a purpose for speeches.
- B. Organization of speeches with some emphasis on:
 - (i) Organizing the body of the speech in chronological order, geographical or spatial order, and topical order.
 - (ii) Organizing the conclusion of speeches.
 - (iii) Organizing the introduction.
- C. Supporting the ideas in the speeches.
- D. Delivering the speeches with some emphasis on:
 - (i) Modes of delivery; speaking from manuscript, memory, impromptu and extemporaneously.
 - (ii) Characteristics of good delivery, directness, spontaneity, vitality and intelligibility.
 - (iii) Practice.
- E. Summarizing speeches with specific attention to the following steps:
 - (i) Subject
 - (ii) Organization
 - (iii) Supporting material
 - (iv) Delivery

II. Dialogue Series

Teachers should encourage students' participation in dialogue series. The activity could be created by the teachers and students, or it could be based on a textbook.

III. Role Playing

Teachers could encourage students to role play activities which are meaningful to them. Students who are science oriented could role play events on sciences while students who are art oriented could role play events in their field. If the students want, they might role play events from drama books.

IV. Excerpts from Papers

Teachers should encourage students to present excerpts from papers they are writing, orally in class. Activities to be included are the following:

- a. Feedback from other students
- b. Class discussions
- c. An intelligent critique of the presented ideas

The activity should be regarded as one of the ways of helping students improve their oral English.

V. Pronunciation Exercises

Teachers should plan the use of pronunciation drills into their class activities. Their major aim in performing the activity is to get students to listen to the pronunciation of words and get the students to discipline themselves towards correct enunciation of words.

Example:

thin	things
tin	thin
hot	hurt
fish	fist
thick	teak

Individual Activities

All the students should be allowed to work individually on the activities that are meaningful to them.

Materials

Textbooks, excerpt from students' papers, drama books. Other materials should be determined by the teachers on the basis of the needs of students. .

Evaluation

1. Oral evaluation by students.
2. Oral evaluation by teachers.

CHAPTER 9
DEVELOPMENT OF LEVELS AND SKILLS
CATEGORY B
READING

CLASS I LEVEL

General Objective

Students will read effectively.

Specific Objective

1. Given a specific passage from their textbook, students should understand that clear pronunciation and proper intonation of the voice contribute to effective speech and communication.
2. Given a specific passage, students should be able to:
 - a. Interpret characters in plays and prose selections on the basis of one character to another. (This is a basis to good vocalization or oral reading).
 - b. Improve the voice, breathing, and posture for effective speaking and oral reading.
3. Given at least six minutes in a session, all the students should demonstrate their appreciation of effective classroom recitation by giving good speeches.
 - a. All the students should develop a self appraisal of their own speech habits.

Suggested Activities

- I. Dialogue and Oral Reading

A most effective way to improve speech habits of students is to have them read aloud in class, selection of plays, parts of novels with dialogue, poetry, and essays. When students read aloud, they should read as though they were acting on the stage or talking to some friends. Reading this way requires the ability of introducing the experiences of their oral language system in relation to the part to be read. By all means, teachers should not discourage the students' use of their past experiences. Ability to manipulate past experiences would make reading an enjoyable activity for the students. Furthermore, the realization that the experiences of their mother tongue can be used as a valuable tool in reading, would make students want to learn and explore on their own.

Teacher Activity

Teacher should explain the difference between ae as in hat and a: as in heart to students.

Most students do not have the proper training required for distinguishing between ae and a:. With constant practice and proper discipline in regards to oral reading, students could learn the difference between the two sounds.

II. Listening and Oral Reading

1. Teacher should say the following words very clearly several times.

Students should be able to read out the right sentence containing the word which the teacher has said.

a) hat b) heart Put your hat on your head.

My heart is beating.

a) cat b) cart A cat has a tail.

A cart runs on wheels.

a) pack b) park We shall pack up our things before we go home.

He can park his car here.

a) match b) march Buy me a box of matches.

Forward march!

Students should next repeat the words after their teacher.

Students should next practice the words with their friends.

If students can't make a clear difference between ae and a:, they should open their mouth as wide as they possibly can.

Furthermore, they should try to say:

a) ɛ as in get first, and b) ɔ as in got next.

They should be encouraged to keep their mouth open as wide as possible in each case. Later on, they will be able to produce the right sounds more naturally.

Teacher should explain that the sound a: is usually spelled with the letters ar.

Examples:

Star, tarred, farm, mark, large, hard, car, arms

Other Words to be Practiced

Teacher should make some mistakes occasionally to keep the students alert. They like to practice what they have learned and occasional mistakes by the teacher would encourage them to listen and read carefully.

Examples

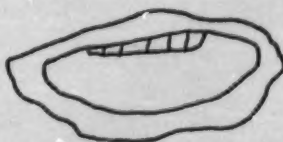
- | | | |
|---------|---------|--|
| a) back | b) bark | Its the <u>back</u> , not front. |
| | | Dogs <u>bark</u> . |
| a) pat | b) part | I shall <u>pat</u> him on the back. |
| | | It's not all, its only a <u>part</u> . |
| a) am | b) arm | <u>Am</u> I right? This is my <u>arm</u> . |
| a) ant | b) aunt | <u>Ants</u> build ant-hills. |
| | | My mothers sister is my <u>aunt</u> . |

Again, teacher should tell kids to open their mouth wide. Their lips should be neither pushed forward, nor stretched sideways, but should be neutral.

Example:



Pushed
Forward



Stretched
Sideways



Neutral

Other words containing a: which do not contain an r. Class, pass, glass, fast, mast, calm, dance, chance, branch, path, bath, command, shan't, can't.

Teacher could encourage students to put the words in their own sentences.

Students could learn and recite the following with the teacher's help.

'Stars/o'er the 'glassy/'harbour/'cast/their\spark,

'Glan/cing on 'masts/and\palms/with branches/\dark.

III. Punctuation Exercise

Teacher could hand out an exercise similar to the following passage:

in the doorway stood an old woman
 She did not say anything she just
 seemed to be waiting for something
 round her forehead she wore a
 white cloth in her hand was a
 small bowl she was blind.

Instruction:

1. Students should read orally, silently and listen to their classmates. Comprehension level increases as students go from oral reading to silent reading and finally listening.
2. Students should punctuate the passage and use capital letters where necessary.
3. Students should pick out six statements from the passage.
 If they have less than six statements, they should go back to read silently and listen to their classmates.

IV. Other Activities

- I.
 1. Teacher could select a list of troublesome words from a reading selection.
 2. Teacher could tape record some difficult words from the student text, pronounce the words and have two or three students to read them out. This recording could be played back to the class for a comparison of the pronunciation of the teacher and the students.
- II. Teacher could discuss the rhythmic patterns of movement, of

speech, and of lips to set the mood for reading various selections in class.

Example:

1. To present the concept of beat or rhythm, teacher could have students discuss (a) the rhythmic arrangement of drummers, dancers and spectators at a cultural festival or (b) the arrangement of the students desks, the teachers' table and the four walls of the classroom.
2. Teacher could point out the rhythmic movement in eating in order to live. For instance, when people eat, they bend their elbows rhythmically to carry food from the plate to their mouths. While eating, there is a rhythmic movement of jaws in the breaking down of food.
3. When marching to class, students walk in a set pattern. When walking from their desks to the teacher's table, students adjust their steps.

People do everything rhythmically. Even the way by which a mother tongue is spoken is rhythmic. People speak with a pattern of stresses and pauses created by the types of sentence patterns that they use.

Groupings

1. Individual Activities
2. Group Activities
3. Class Activities

Materials

Textbooks, handouts, tape recorder, different plays, pictures, black-board, story books.

Evaluation

1. Oral
2. Written

CLASS II LEVEL

General Objective

Stimulating growth of language through reading experiences.

Specific Objective

1. Given the opportunity, all the students will make a list of materials that they would like to read at least 95 percent of of the time.
2. Given the opportunity, all the students should read a short paragraph from passages selected by the teacher with adequate comprehension.
3. All the students will read specific instructions given by the teacher at least 80 percent of the time.
4. All the students will find sentences containing new words from a paragraph furnished by the teacher with 75 percent accuracy.
5. All the students should demonstrate their comprehension of various passages selected by their teachers, by answering questions correctly at least 75 percent of the time.

Suggested Activities

By the time that students get to class 2, some of them would have learned the act of reading just to pass exams in class. Some of the students will be finding a way of escaping their reading assignments by rushing through various selections. Students are not born to hate reading. They learn to escape from reading books they do not find motivating.

Instead of blaming students for not reading, teachers should find out what they would like to read. If a selection is compulsory for the students, teachers should make materials they would like to read, contingent on the class selections. In other words, students could be asked to read their class selections, before reading the books they personally like.

I. List of Materials

1. Teachers should ask students to make a list of materials they read. Most students would probably say they read comics, magazines, such as "Spear," "Sadness and Joy," or famous mysteries by Enid Blyton and Agatha Christie. At this stage, some of the students could even be found struggling to get a book by Denise Robins or Cherry Ames. Teachers should not discourage the reading of these books. Reading is important to gain language experience, to learn facts about how to talk and what to write, to organize work and to increase vocabulary.
2. Teachers should discuss the list of books compiled by the students using the following questions:
 1. Why do you read this book?
 2. Has it helped you?
 3. How has it helped you?
 4. Why is it important that you should read this book?

II. Reading Short Paragraphs

Teachers should call on some of the students to read short paragraphs in the class. Students names along with the dates on which they will read should be made by the teachers. Teachers could explain their plans to the students without disclosing their names

or the dates. This way, all the students would discipline themselves to be more attentive in class. Furthermore, all the students will have a fair opportunity of reading specific passages.

III. Reading Specific Instructions

Teachers should ensure correct way of giving instructions to the students by asking specific questions. This way, students will be spared a lot of frustrations. Some students who are found to be attentive in class fail their examinations. Teachers should ask specific instructions and re-explain concepts for as many times as the students demand.

IV. New Vocabulary

Students should be encouraged to find sentences containing new words from paragraphs selected by their teachers. Teachers should have students read the words aloud. Some of these words could be used in oral pattern drills. Teachers could leave the words on the blackboard and have students make sentences with them. Pictures, drawings, objects, gestures or context clues should be used by teachers to explain and clarify words which the students do not understand.

V. Questions on Selected Passages

To ensure comprehension of selected passages, students should be asked to answer questions that follow the passages. Furthermore, teachers could reinforce attentiveness in students when reading independently, by giving questions they can use as guides. These questions should not be made in sequential order, to prevent students from reading for answers instead of understanding of a wide selection.

Group Activities

1. Each sociometric groups could work together at compiling a list of materials which they would like to read in class.
2. Each small group should take turns at reading passages selected by the teacher aloud.
3. All students in the various groups should work together at asking and answering questions in class.
4. All students in the sociometric groups should work together at drawing pictures, and presenting materials to clarify concepts pre-determined with the permission of their teachers.

Individual Activities

1. All the students should be able to read materials that they find motivating individually.
2. All the students should build an individual list of new words.
3. All the students should be able to read specific instructions that are given by the teachers.
4. All the students should cooperate with other members of their groups on various projects.

Groupings

1. Sociometric groups
2. Class as a whole
3. Individual Activities

Materials

Books suggested by the students, pictures, drawings, objects, context-clues and gestures.

Evaluation

1. Oral reading
2. Projects by various groups
3. Comprehension question-oral and written

CLASS III LEVEL

General Objective

Development of thought and mechanical construction of expression.

Specific Objective

1. Given specific selections, all the students will demonstrate the ability to bring their oral language system to the reading process by anticipating the relationship between oral and written language patterns at least 80 percent of the time.
2. All the students will recognize that the reading process-like speaking is used to transmit ideas, feelings and understanding by bringing the sum total of their past experiences to the reading process at least 85 percent of the time.
3. All the students will understand that reading materials represent the language patterns and past experiences of the author by reading the basic sentence structures and vocabulary which are a part of the authors normal speech.
4. Given the opportunity to read a book of their choice, all the students will understand that reading is an active language process which involves constant interaction between the reader and the text at least 80 percent of the time.

Suggested Activities

- I. Introduction of the three language systems involved with reading.

Reading involves the interaction of three language systems, which are semantics, grammar and graphic/sound symbols. The semantic system involves meaning, which must be considered the essence of the reading process. The transmission of ideas, information and feeling takes place; one person's thoughts are offered to another person. Grammar and graphic/sound symbols are the vehicles for the transfer of meaning. Teachers should encourage the students in Class 3 to apply the three language systems involved with reading by planning meaningful activities.

Class Activities

II. Oral Language System

Teachers should encourage students to anticipate the relationship between oral and written language patterns by doing the following activities:

- A. Giving the students the opportunity of reading specific passages orally in class.
- B. Giving the students the opportunity of reading silently in class.
- C. Asking the students to listen to specific passages as they are read in class.
- D. Giving cloze tests to the students on the passages they have read. The cloze test could be administered by deleting every noun, adjectives or verbs from the particular passages. It could also be administered by deleting every five word from a given passage.

Example:

- A. It is better than any other thing to do. We could use

either chloroform or ether.

B. It is better than any other thing to do. We could use

_____chloroform_____ether.

C. It is better than _____other thing to do. _____

could use either _____or ether.

Teachers could also encourage students to anticipate the relationship between oral and written language patterns by giving cloze passages to the students.

Example:

1. "Mama" was next spoken of. This is the _____by which Mrs. Ojo the Yoruba teacher was known at Oja village.

The right word is name. Words like dog, walk or food will never enter into the students mind because their intuitive knowledge of grammar, which is syntax and the meaning of the sentence (semantics) will reject them.

III. Bringing Past Experiences to the Reading Process.

Teachers should provide various activities which will encourage students to bring their past experiences to the reading process by doing the following:

- A. Giving passages to be read orally by the students, and letting students try pronouncing the words. All readers make miscues or mistakes while reading. Teachers should work at getting students to pronounce words which are strange or difficult instead of pronouncing the words for the students.
- B. Giving a list of words which are difficult from a reading

selection and allowing students to attack the words.

Example:

sword	counsel
colonel	pore
feign	pneumonia
gnaw	wring
wright	idle
capitol	rime

The activity could be reinforced by explaining the meaning of the words and asking students to make some sentences with the words.

Example:

1. Knights fight with swords.
2. Olu's father is a colonel in the army.

IV. Language Patterns and Past Experiences of the Author

Teachers should make students aware that reading materials represent the language patterns and past experiences of the author. Topics to be discussed should include the title of a story, the setting of a story, language of the author and the way in which the story was written. Whether a story is imaginative or not the ingredients used in creating stories are based on the past experiences of authors.

V. Constant Interaction Between the Reader and the Page

Teachers should encourage students to read for understanding. Most students work hard at pronouncing words correctly, losing track of the content of the story. Teachers should reinforce reading for understanding by asking questions on various selections.

There are three cueing systems comprising the grammatical structure of a language. The relationship between sound and graphic symbols and the semantic system.

Example:

A. Grammatical Structures

Speakers of a language have intuitive control of grammatical functions within the structure of a language. The typical organization for most English sentences is to have the noun phrase (NP) precede the verb phrase (VP). Since the noun phrase is seen, students operate on the assumption that verb phrase follows.

The cat/ate the mouse.
NP VP

This pattern is so predictable that occasional sentences which fail to start with the NP are frequently misread.

"High at the top of the trees, are the oranges."

"In Nigeria, live the yoruba."

B. Order of Occurrence of Grammatical Functions

Within the noun phrase, the order of occurrence for grammatical functions is generally determiner + adjective + noun.

The	Scared	Goat
D	Adj.	N

C. Graphic/Sound Relationships of Words

The first one or two letters of a word are the most important graphic cues to readers.

Example:

1. The couple got married at the ch_____.
2. Olu c_____ the road.

3. Bolade came to school in her father's c_____.

These cues are used by proficient readers in decoding an entire word, when other cues are used unsuccessfully. In reading, teachers should stress to the students that an effective reader is not the one who makes errorless or near errorless performances, but the one who is able to gain the greatest amount of information from written material with minimal use of the three available languages cueing systems.

Individual Activities

1. Oral reading
2. Silent reading
3. Listening to reading selections
4. Anticipating the relationship between oral and written language.
5. Pronouncing words
6. Reading for understanding

Materials

Selected passages, list of difficult words, story books.

Evaluation

1. Oral exercises
2. List of words as pronounced by students
3. Cloze test

CLASSES IV AND V LEVEL

General Objective

Effective communication through reading.

Specific Objective

1. Given the opportunity, students will read books of their choices at least 75 percent of the time.
2. All the students should be able to interpret characters in plays and prose selections. Also, they should improve their voices, breathing and postures for effective oral reading.
3. Given the opportunity, all the students will bring other experiences to classroom reading at least 80 percent of the time.

Suggested Activities

I. Reading Materials of Their Choices

Students in Classes 4 and 5 should be given the opportunity of choosing other books apart from their textbooks. The activity will enable students to widen their thoughts and gain more knowledge. Other materials which teachers should encourage students to read are magazines and newspapers.

II. Interpretation of Characters

Teachers should plan activities that would enable students to interpret various characters. This is to enable students to discipline their thoughts, and prepare them for interpretation of various things after their graduation from the schools. Characters to be interpreted should be based on suggestions from both students and teachers.

III. Other Experiences

Teachers should help students to build on the experiences they had during their previous years. Also, teachers could incorporate some of the activities designed for Classes 1 to 3 in their lessons. The activity will not only refreshen the memory of the students,

but help them achieve higher goals.

Materials

Textbooks, selected passages, newspapers, story books and other materials to be developed according to the needs of students.

Evaluation

1. Oral reading exercises
2. Cloze test derived from passages
3. Projects by various groups

CHAPTER 10
DEVELOPMENT OF LEVELS AND SKILLS
CATEGORY C
WRITING

CLASS I LEVEL

General Objective

Students will be able to put thoughts and words into printed words by writing effectively.

Specific Objective

1. Using specific tables from their textbooks, all the students should write short paragraphs in clear legible handwriting at least 95 percent of the time.
2. Given a spelling drill, students should be able to demonstrate their understanding of dictated words by writing down correct words.
3. Students should be able to correct spelling errors through understanding the distinction between words that have similar sounds, but are different in spelling and meaning at least 70 percent of the time.
4. Students should be able to demonstrate the ability to write friendly letters by writing a letter to any of their friends during a selected class period.
5. Given the opportunity, some of the students should present their notebooks at least twice a week for display. Teacher should not discriminate against students whose writings are not legible

for display, but should urge them to work harder.

6. All the students should be able to write a well structured composition on a given topic. At least 85 percent of the students should be able to compose a well structured essay, by the end of the year.
7. Students should differentiate between types of writing and demonstrate their understanding of mutation in relation to writing by writing with left or right hand.

Suggested Activities

I. Types of Writing

<u>Manuscript Writing</u>	<u>Capital</u>	<u>Small</u>
Straight-line group	I T L	i t l
Curve-line group	U J S	u m s
<u>Cursive Writing</u>	<u>Capital</u>	<u>Small</u>
Circle group	Q	o
Hanging group	Y	y

Mutation: Writing

Teachers should guide students in the use of manuscript writing and cursive writing. Furthermore, teachers could explain the terms 'writing' and 'printing' to students. Teachers could also show pictures in order to stress the difference between 'writing' and 'printing.' At this stage, teachers could also explain the word mutation in relation to writing. The discussion of mutation could lead the students to understand the reason why some students write with left hands and why others write with right hands.

Example of mutation in relation to writing

Students could be asked to clap their hands together.

Diagnosis

- a. Students whose right thumb covers the left thumb are those who write with right hands.
- b. Students whose left thumb covers the right thumb are those who write with left hands
- c. Students whose right thumb covers the left thumb but writes with left hands are those who use their right hands for major activities such as holding scissors to cut materials, holding an ax to chop wood, holding a knife to cut meat, etc.
- d. Students whose left thumb covers the right but writes with right hands are those who use their left hands for major activities such as holding a scissor to cut materials, holding an ax to chop wood, holding a knife to cut meat, etc.
- e. Some students can write with both left and right hands.

The discussion of the above topic would help erase the struggles students go through in writing. Furthermore, acceptance of mutation in regards to writing would help in removing a lot of pressure from students. The discussion would also help erase labelling of students who are left handed as lefties. With less pressure concerning dominance of left or right hands, students can concentrate on improving their writing.

II. Writing Short Paragraphs

Teacher Activity

Using the tables from textbooks, teachers should encourage students to write short paragraphs.

Student Activity

- a. Write three short paragraphs following a given example by the teacher. In the third paragraph, students should make sentences of the same kind using their own words.
- b. Write a paragraph about something that happened when they (the students) were younger. Students love to talk about their experiences. They could be asked to write about an unusual experience, which they have never forgotten.
- c. Write one paragraph about the last examination they took students should be asked to say what it was, how they prepared for it, where it took place, what they did, how they felt afterwards, and what happened when they heard the result.

Examination is one topic which most students could write about mainly because they take a series of examination(s) as they go from class to class. Some students panic when they hear the word exam. Writing about examinations could be a way of getting rid of students anxieties.

- a. Discuss what happened the previous week with the teacher.
- b. Write down a list of activities they would like to do in order to improve their writing.

A TABLE*

A little while ago		Bola Kemi Timi	hurt	his her	nose. hand. leg..	He She
was	crossing the road running across a farm carrying a chair at home		when suddenly		a bicycle ran into him/her. he bumped into a box. his/her sandal came off.	
He She	fell down and		cut scratched bruised	his her	nose hand shoulder	
Quite badly.		It was so swollen that It felt so painful that It bled so much that		he she	went to the hospital, didn't know what to do, ran back home at once,	
and it took		a long time about a week several days		to get better.		

*Based on P.A. Ogundipe, Practical English (New Edition)

III. Parts of Paragraphs

In teaching parts of paragraphs, teachers could analyze a carefully selected group of paragraphs chosen from some essays and introduction to literary sections that appear in the textbooks. Through these analyses, the students should learn that the paragraph is a carefully organized "building block" for all writing. Students should also grasp the concept that the organization of ideas is necessary for good writing.

Class Activities

Teacher:

1. Read to the class examples of good paragraphs that appear in their textbook(s).
2. Choose paragraphs that have the topic sentence at the beginning.

Teacher and Student:

3. Read again one or two of the same paragraphs and have the students list the details that develop the topic sentences. Also, have a member of the class write the details on the chalkboard for a class discussion of the appropriate development of the topic sentences.

Teacher:

4. Write a paragraph on the chalkboard for class analysis. Analyze the development of the topic sentence through the use of details call attention to their relationship and sequential arrangement. Underline the words and phrases that tie ideas together. Point out that the most important ideas appear in independent clauses.
5. Ask the students to bring to class a copy of the Daily Times or other newspapers. From the editorial section, choose some well-constructed paragraphs for the class to analyze.

Teacher and Students:

6. List several subjects on the blackboard and ask students to formulate topic sentences for the subjects.
7. List several topic sentences on the blackboard. Ask students to create titles for them. Use this opportunity to lead the students into a discussion of the relationship of the title to the content of the composition.

Teacher:

8. Choose one of the topic sentences from the list to develop into a paragraph. Ask the class to give ideas as a student writes on the blackboard. With the class, arrange ideas in sequential order. Delete irrelevant ideas as students explain why they should not be used. Proofread the paragraph and revise it on the basis of the corrections made.
9. After analyzing two or three paragraphs and the class has written one or two on the blackboard, lead the class into a discussion of the general characteristics of a well written paragraph. As the discussion progresses ask one of the students to write these characteristics on the blackboard. Ask all the students to record them in their notes.

In discussing the general characteristics of a good paragraph, teachers could include the following:

1. topic sentence,
2. effective introduction by the use of topic sentence,
3. relationship of ideas,
4. transition from sentence to sentence,
5. clarity in expression and development of major thought,
6. grammatical correctness,
7. concluding or transitional statement.

Group Activities

1. Teacher should have each sociometric groups develop one or two topic sentences into paragraphs.
2. Teacher should ask the students to list relevant ideas and arrange them in sequential order. At this point, teacher should stress

the importance of relevant ideas and transitional devices.

3. For each paragraph, the groups should list the following, under separate headings:
 1. topic sentence
 2. details
 3. transitional devices and
 4. concluding statement
4. With the help of the group, teacher should establish an exchange system among the groups for student evaluation of the paragraphs on the basis of these evaluations before they present final drafts to the teacher.
5. Teacher should instruct students to keep copies of all the work done in "class activities" and "group activities" under appropriate headings in their notebooks.

Individual Activities

1. All the students should analyze two or three paragraphs that appear in their textbook on the basis of the following:
 1. topic sentence
 2. details
 3. transitional words and phrases
 4. concluding statement
2. All the students should record the analyses of the paragraphs in their notebooks, after they have been evaluated by both the teacher and their classmates.

Home-work

1. Students could be asked to search newspapers, magazines, and other textbooks for a list of transitional devices.

2. Students could be asked to bring to class a list of ten words with sentences illustrating how they are used.
3. Two or more sentences could be written for each illustration in order to explain how they are linked.
4. Students writing good sentences illustrating the use of the devices could be asked to present their work for class analysis.

Teacher asks the students to start a section entitled "transitional devices" in their notebooks. Each page of this section could be divided into three parts: "The Device," "Function of the Device," and "Illustration of the Use in a Sentence."

1. Students should list only the transitional devices at the beginning.
2. After seeing the devices in operations in their readings and writings, students could be asked to go back to this activity and complete the other columns.
3. They should use the Chart of Transitional Devices as a model.

Chart of Transitional Devices

<u>The Device</u>	<u>Function</u>	<u>Illustration of the Use In A Sentence</u>
and	To connect words, phrases, clauses, and ideas of the same kind	Words: <u>Olu</u> and <u>Bola</u> were ill. Phrases: You will find the pen <u>on the desk</u> and the book in the <u>cupboard</u>. Clauses: I believe <u>that he is ill and that he will not come to school</u>. Ideas: I went <u>dancing</u> yesterday, and I am going again today.
Besides	To add another thought	<u>A stage production is more effective than a movie. Besides, it is not nearly as expensive.</u>

IV. Spelling Drill

Poor spelling is a habit which all students do not need. Be it in letter writing or note taking, all students need to be able to spell words correctly. If students can understand that poor spelling is likely to impede both their social and occupational success they will be willing and eager to learn how to spell. If and only if students can accept their weaknesses, they will be enthusiastic about improving. To achieve the level of enthusiasm required from each students, teachers need to work some reinforcers into their lessons. Praising might not be enough for some students. Using descriptive words to reinforce learner activity might work to some extent. Using tokens might work a great deal, if the teachers feel that praising is not motivating enough. Tokens could be given in the following way:

- a. extra recess time,
- b. extra points for spelling correctly, and other things which students would like to have.

Through the use of an interest inventory, teachers could find out about the things students like or would like to have. Furthermore, teachers could make the things which students want contingent on spelling. In other words, if the students get all the words on their spelling list correctly, they can get extra recess time, extra time to read their story books, extra points, etc.

It is important that teachers try not to teach too many concepts during one term. They should strive at providing meaningful practice for the concepts that are taught to the students.

Class Activities

1. From the students assignments, teachers should compile a list of spelling errors caused by mispronunciation and have the students practice the pronunciation. In order to give a valid example, teachers should divide the words into syllables on the blackboard. Dividing words into syllables would give the students an opportunity of seeing the position of letters and syllables, as the sounds are given.
2. From the students' compositions, teachers should select examples of ie and ei words misspelled and write them on the blackboard. Teachers could further ask students to explain the conditions that determine the use of ie or ei. Learning will be more effective if the students can see these conditions by themselves.
3. As soon as the class has figured out the reasons for the choice of ie or ei, teachers should write the following rhyme on the blackboard.

Write i before e
 Except after c
 Or when sounded as a
 As in neighbour and weigh

4. Teachers could present a list of words with blanks to be filled in correctly with either ie or ei. Teachers should point out to the students that the ie is used after consonants when the long e sound, as in he is needed; and that ei is always used if the sound is that of a as in ale. As soon as the application of this rhyme has been mastered by the students, teachers should point out some of the exceptions: either, neither, leisure, seize. Also, the use of words that have the sh sound in the

unaccented syllable such as ancient, patient and sufficient should be pointed out to the students.

5. Teachers should teach the formation of the plurals of nouns only as the compositions indicate a need. A list of singular nouns should be provided for the students to change into plural forms. Nouns that fall into the following categories should be used:

addition of s or es,
changing of y to i to add es,
retention of y after single
vowels before adding s, and
the words that end with fe,
ff, or f.

6. Teachers should discuss with the students some of the procedures they can use to overcome their spelling errors. In the discussion questions that will lead the students to bring out the following steps should be asked:

- a. Proofread all writing
- b. Study troublesome and new words
- c. Practice pronunciation, sound the letters and syllables
- d. Visualize the position of letters
- e. Understand the meaning of words
- f. Form a picture of each word
- g. Reinforce the mental picture by using these steps:
 - (i) Look at the word again
 - (ii) Spell it aloud
 - (iii) Write it
 - (iv) Look at the word to check its spelling
 - (v) Write the word again after a lapse of time

Group Activities

The class could be divided into groups based on similar spelling errors. For example, some students may have difficulty with spelling errors caused by poor pronunciation, while others may have to struggle to overcome the errors in the use of ie and ei. Each small group should study their common spelling errors together.

Individual Activities

1. A section entitled "my misspelled words" should be kept in each student's notebook. Students could be asked to check all of their written assignments to find misspelled words to record in this section. To be sure that students understand the causes of their spelling errors, they should be asked to divide "my misspelled words" into special categories, such as the following. "Words Mispronounced," "words with ie and ei," and "plurals of nouns."
2. All the students should practice the correct spelling of their misspelled words through the procedures listed under "class activities."
3. If teachers are sure that students have extreme difficulty with spelling, students should be asked to build a file of flash cards on which they record the following information: pronunciation marks, syllabication, meaning, illustration of usage, and a few synonyms.
4. To make students more aware of their spelling handicap and to provide them with visual evidence of their progressive improvement, they should be asked to record on a chart, the number of spelling errors on each assignment. Importance of having

fewer mistakes should be stressed to the students, on each succeeding assignment.

A Chart of Misspelled Words on
Written Assignments
Kinds of Assignments

Date of Assignment	Library Reports	Letter Writing	Short Paragraph	Notes to Friends
Nov. 2				
Nov. 8				
Nov. 10				
Nov. 12				
Nov. 15				

V. Writing Friendly Letters

Students are fond of passing small notes around when the teacher is facing the blackboard. The contents of these notes are harmless. Usually, they are written to borrow books, pencils, rulers or papers from their classmates. Sometimes, notes are also written to ask questions concerning a given assignment. At other times, students try to reply a letter from friends at other schools, during their class periods. Rather than punish students, teachers should seize this opportunity to correct spelling errors. Teachers could even give a free time during one of the periods for the use of writing notes

to borrow things, writing letters or other activities.

Class Activities

1. Teachers should write acceptable model for a friendly letter on the blackboard.

Model for a Friendly Letter

9, Kofo Street
Onike, Yaba
Lagos, Nigeria
November 15, 1978

Dear Timi,

Yours Sincerely,

Kemi

In using the model, teachers should explain the following to the students:

- a. The absence of punctuation marks at the ends of the lines in the heading,
 - b. use of commas to separate city from the state and the month and day from the year, use of comma after the greetings and the complimentary close,
 - c. the block form for the heading and the envelope,
 - d. the margin on the left side,
 - e. the proper spacing.
2. Teachers should write some familiar example of greetings on the blackboard. Furthermore, students could be asked to add to the list.

Example:

Dear Ola,
Dearest Tomi,
Hi Shade,
Dear Miss Kinyomi, Etc.

The same activity could also be used to derive examples of the complimentary close.

Example:

Yours truly,
Yours sincerely,
A friend,
Respectfully yours

3. Outline to Developing a Friendly Letter

I. Selection of Topic

- A. Consideration of the recipient (topics in which he is interested or topics to get what you want in case you are borrowing).
- B. Timeless (topics that are not stale).

II. Details

- A. Relevant details (details related to the theme of the letter).
- B. Vivid details (details that are most striking).

III. Tone of the Letter

- A. Time and consideration (time to write a good letter).
- B. Warmth and friendliness (tone and atmosphere of friendliness).
- C. Conversational tone (atmosphere of talking face-to-face with a friend).

- 4. Teachers should write examples of sentences that are typical of the beginning of friendly letters and have the class discuss the

the merits of each.

Example:

1. I received your letter and was glad to hear from you.
We are well and hope you are the same.
2. Now that my homework is completed, I have time to
write to you.
3. It has been months since we have seen each other.

Students should be asked to add other opening sentences for each friendly letter. Analyze them and discuss why some are better than others.

5. Teachers should discuss the merits of the following closing statements for friendly letters.

Hoping to hear from you soon, I am.

Waiting to see you next week, I am.

Add to the list of unsatisfactory closing statements and discuss better and more appropriate ways to close friendly letters.

Individual Activities

1. The students should keep in their notebooks a copy of a friendly letter, a thank-you note, and an informal invitation.
2. The students should write a friendly letter, a thank-you note, and an informal invitation.
3. All the students should provide mimeographed copies of all three types of letters without any punctuation or capitalization. They should all go through the letters to punctuate and capitalize correctly. Several of these should be written on the blackboard for class analysis and discussion. Better students should be asked to assist those who are slow in finishing the activity.

Materials

Textbooks, notebooks, newspapers, magazines, interest inventory, flash cards, charts.

Evaluation

1. Student evaluation of written work.
2. Teacher evaluation of written assignments, both in class and from home.
3. Based on the interest inventory.

Groupings

1. Class
2. Individual
3. Partner learning
4. Small groups

CLASS II LEVEL

General Objective

Expressing complete thoughts graphically, using acceptable form of writing.

Specific Objective

1. Given a list of constantly misspelled words, all the students will study the list and demonstrate their ability to spell by getting at least 90 percent on a given dictation.
2. All the students should capitalize names of particular persons, places, or things regardless of sentence placement at least 75 percent of the time.
3. All the students should demonstrate their understanding of "time and tense" by expressing various activities and states in time

and sequences. Special attention should be paid to subject and verb agreement at least 80 percent of the time.

4. All the students should demonstrate their understanding of "irregular forms of verbs" by conjugating specific verbs at least 70 percent of the time.
5. All the students should understand that a well developed paragraph presents an interesting selection of ideas by eliminating irrelevant ideas, and selecting interesting ones to develop a topic thought in a paragraph.

Suggested Activities

Students need to develop their knowledge of the structure of words by spelling correctly. Students who can apply the structure of their native language in the analysis of the structure of English have fewer stumbling blocks in spelling. Not all students are proficient spellers. In fact teachers are faced with students who make spelling errors at one time or the other. These students need help, and teachers should strive towards a means of getting them to a level where they can get help.

Class Activities

I. Spelling

- A. Teachers should write words from familiar materials which have a consistent sound-symbol correspondence on the blackboard. The words should be sounded one at a time.

Example:

ate	late	date	gate	rate
all	tall	fall	ball	call
beat	seat	eat	meat	neat
head	bread	dead	instead	thread

Students should be asked to use the words in oral sentences.

Next, they should be asked to copy the words in their notebooks. The activity could be reinforced by dictating the words, and using it in sentences before the students write it on a spelling drill.

B. Teachers could write the following on the blackboard:

has	not - hasn't
he	is - he's
I	am - I'm

Explanation of the apostrophe to take the place of letters omitted could be made. Students could be asked to write the contractions to make up an additional list of word pairs. The activity could be reinforced by dictating word pairs and having students write correct contractions.

C. Teachers could review the plurals of nouns formed by adding s and es to the base word. The following form could be used as a model:

1. Formation of plurals by adding s

<u>Singular</u>	<u>Plural</u>
boy	boys
book	books
girl	girls
tape	tapes

2. Formation of plurals by adding es

<u>Singular</u>	<u>Plural</u>
loss	losses
mix	mixes
bench	benches
church	churches

Teachers should stress that es is used when the plural of a word ends in s, x, z, ch, and sh.

3. Teachers should also teach the formation of nouns that end with y using the following form:

a. Nouns ending in y preceded by a consonant.

<u>Singular</u>	<u>Plural</u>
Monkey	Monkeys
Valley	Valleys
Donkey	Donkeys

These words should be analyzed on the bases of (1) vowels before the y and (2) consonants before the y. The class should be asked to explain the difference in the formation of the plurals for the two groups of words.

D. Teachers should write a list of words that are pronounced in the same way but spelled differently to the students.

Example of homonyms:

hair	hare
rain	reign
made	maid
alter	altar
principal	principle
stationary	stationery

II. Capitalizing Proper Nouns.

Teachers should list common and proper nouns on the blackboard.

Example:

<u>Persons</u>	<u>Places</u>	<u>Things</u>
Bade	Lagos	November
Hellen	Sapele	May
Ngosi	Kano	January
Alero	Warri	June
Irene	Abeokuta	March
Akin	Ibadan	February
Rotimi	Ikene	Holiday

Students should be asked to name corresponding common and proper nouns for the word list. Their responses should be written on the board.

Example:

Bade	boy
Lagos	city
November	month

Work sheets should be given to the students on which they should capitalize 10 familiar common nouns. The activity should be had for as many times as teachers see fit.

III. Time and Tense

- A. Teachers should present exercises on which students could demonstrate their understanding of "time and tense," paying special attention to agreement of subject and verb.

Example:

Roses are red.
Violets are blue.
These are flies.
Birds have wings.

- B. Students could be asked to give examples of things that are true at all times.

Example:

rain is wet
sun is dry
night is dark
desert is dry

- C. Teachers could explain the use of present simple with special verb perceptions and feelings to the students.

Example:

Shade resembles her mother.
Timi prefers meat to fish.
Ola is ill.

All the students should be asked to write down other examples in their exercise books.

IV. Irregular Verbs

Teachers need to explain irregular verbs to the students. For instance, students need to know that an irregular verb form its past simple tense in different ways.

A. Some verbs are regular except they can end in-ed or in-it.

The -t is the most common ending in modern English.

Example:

<u>Today</u>	<u>Yesterday</u>
I burn	I burnt
I learn	I learnt
I smell	I smelt
I spill	I spilt
I spoil	I spoilt

B. The present simple of the very to pass should be explained to the students. For instance, passed is a different word from past.

Example:

- 1a. My past life.
- b. The past tense
- 2a. He ran past.
- b. He went past.
3. He passed the house.

The first two examples have different meanings from the third. Therefore, the present simple of pass should be spelled as passed.

C. In many cases, the -t ending changes the vowel-sound from i: to ɛ. Teachers need to explain the changes to the students.

Example:

<u>Today</u>	<u>Yesterday</u>
I dream	I dreamt

I feel	I felt
I kneel	I knelt
I lean	I leant
I mean	I meant
I sweep	I swept

- D. Students need to know that some verbs whose present tense ends in -t or -d do not change at all in past simple.

Example:

<u>Today</u>	<u>Yesterday</u>
I beat	I beat
I bet	I bet
I cut	I cut
I let	I let
I put	I put
I split	I split
I wet	I wet

- E. Very common verbs have a in the past simple, and not u.

Examples of such verbs should be given to the students.

<u>Yesterday</u>	<u>Yesterday</u>
I began	I ran
I drank	I sprang
I rang	I sank

The clear pronunciation of the present tense and the past simple should be practiced throughout the term.

Practice/Written Exercise

Teacher: Did Tolu keep the money?

Pupil: Yes, she kept the money.

Students could be asked to make similar answers to the following, using pronouns where possible.

1. Did Ama dream about her party last night?
2. Did Betty beat her sister at table-tennis?
3. Did Kunle hurt the dog?
4. Did the ball burst?

5. Did the head girl ring the bell?
6. Did the carpenter lean against wet paint?
7. Did the people sing well?
8. Did Ade hit the ball?

Other sentences could be made up by teachers for appropriate practice.

V. Paragraphs

Students in Class 2 need to go through specific practice in writing paragraphs. Teachers should select from textbooks, newspapers and magazines, paragraphs that have the topic sentence located in different positions in the paragraphs: at the beginning, in the middle, and at the end. These paragraphs should be analyzed with specific examples such as : location of topic sentences, ideas used in developing central thoughts, and effect that irrelevant ideas could have on a paragraph.

1. Teachers could ask students to create appropriate topic sentences in the analyses of the paragraphs.
2. Using mimeographed copies of the same paragraphs, teachers should analyze the use of transitional devices with the students. The following types of transitional devices should be checked in the paragraphs:

Addition of an idea:

in addition, moreover, besides, also, furthermore.

Contrast of ideas:

but, yet, nevertheless, however, still, in comparison with, unlike, otherwise.

Comparison of ideas:

like, similar, in like manner, similarly, in the same way.

Purpose of action:

in order to, for this reason, to follow up, so that.

Results of action:

therefore, as a result, thus, consequently.

Time of relationship:

then, formerly, meanwhile, in the meantime, later, afterwards.

All the students should be encouraged to find lists of transitional devices from other sources. These should be written in a section of their notebooks.

3. Teachers should write several scrambled sentences about one topic on the board and have the students do the following with the scrambled sentences:

- a. eliminate irrelevant ideas
- b. arrange the remaining sentences in logical order
- c. develop a paragraph from the list of ideas using a topic sentence

Students should also do the following in proofreading the paragraph:

- a. correct use of transitional devices
- b. unity, coherence, and emphasis of the paragraph
- c. punctuation--comma, colon, hyphen, and apostrophe
- d. effective closing sentence

With the students, teachers should write paragraphs illustrating the following on the blackboard:

- a. development by examples
- b. development by reasons

The students should also study the mechanics of these paragraphs: indention, completion of lines, margins. Dialogues from plays, novels, or story books could be chosen to present concepts of new paragraphs for the speeches of the students. All the students should also study punctuation marks such as: commas, dashes, hyphens, apostrophes, and quotation marks.

Individual Activities

1. All the students should use words that have consistent sound-symbol correspondence in oral sentences individually.
2. All the students should copy words correctly in their notebooks.
3. All the students should explain the difference in the formation of plurals on a given exercise.
4. All the students should participate in the written exercises on a given assignment.
5. Each of the students should create separate sections in their notebooks for the list of transitional devices.
6. Each written assignment submitted by the students should be neat and tidy.

Materials

Worksheets, blackboard, plays, novels, appropriate practice, magazines, notebooks.

Evaluation

1. Practice/written exercises
2. Oral

CLASS III LEVEL

General Objective

Effective communication through writing.

Specific Objective

1. Given specific assignments, all the students must write neat and legible words at least 80 percent of the time.
2. All the students must write down the correct spelling of words with the same vowel sounds, but different graphic representation at least 70 percent of the time. Example: living-leaving
3. All the students will demonstrate the ability to spell words with different vowel sounds, but the same graphic representations by writing correct spelling of the words about 80 percent of the time.
4. All the students will understand the different use of words such as "close" (noun) and "close" (verb) with 85 percent accuracy.
5. All the students will write the correct prefix and suffix to a base word changing its meaning.
6. All the students should be able to write a paragraph of comparison and contrast, and one of cause and effect at least 75 percent of the time.

Suggested ActivitiesI. Writing neat and legible words

By the time students get to Class 3, writing is no longer a new skill to them. Some of them look at writing as a task. Teachers should explain the purpose of writing to the students. Teachers should also provide activities that will reinforce

writing neat and legible words.

Example:

- a. Teachers should have students discuss the reasons for writing.
- b. Teachers should have students discuss the advantages of writing neat and legible words.
- c. Teachers should ask students what should be done if their writings are not neat.

II. Spelling

- A. Difficulty in spelling comes from careless observation of words, from not seeing and hearing words correctly. To overcome spelling errors, teachers must encourage students to do the following:
 - a. train themselves to keep their eyes open.
 - b. notice parts of words to get a mental picture of words as whole units.
 - c. listen carefully to sounds of words to catch the pronunciation of all letters if they are not silent and syllables in words.
 - d. learn a few rules that could help in solving spelling errors and not expect the rules to resolve their difficulty in spelling.
 - e. keep a list of misspelled words with notes about the causes of their spelling errors.
- B. Teachers should practice the pronunciation and spelling of words that are confusing with the students. Also, teachers should drill students for the differences in

meanings of nouns, adjectives, adverbs and verbs.

Examples:

a. Verbs frequently confused

accept	-	except
affect	-	effect
led	-	lead
sew	-	sow
die	-	dye
choose	-	chose
wander	-	wonder
pray	-	prey

b. Nouns frequently confused

women	-	woman
course	-	corpse
costume	-	custom
angle	-	angel
peace	-	piece
council	-	counsel
rain	-	reign

c. Verb-Noun combinations frequently confused

advise (verb)	-	advice (noun)
alter (verb)	-	altar (noun)
clothe (verb)	-	cloth (noun)
lessen (verb)	-	lesson (noun)
seen (verb)	-	scene (noun)
steal (verb)	-	steel (noun)
break (verb)	-	brake (noun)

d. Other combinations of words frequently confused

passed (verb)	-	past (adjective or noun)
coarse (adverb)	-	course (noun)
later (adjective or adverb)	-	latter (adjective)
bare (adjective)	-	bear (noun or verb)
sent (verb)	-	scent (noun)
pale (adjective)	-	pail (noun)

Teachers could ask students to add to the given list of words. The activity could be reinforced by writing the words on a poster board and hanging it in classrooms.

- C. Teachers could explain the root of words to the students. The singular and plural of these words should be studied.

Example:

Teachers could explain that some foreign words in English retain their foreign plurals.

<u>Singular</u>	<u>Root</u>	<u>Plural</u>
alumnus	Latin	Alumni
alumna	"	Alumnae
bacterium	New Latin	bacteria
syllabus	"	Syllabi

Students could be asked to search their dictionaries for other words.

- D. Teachers should explain the formation of adverb with specific reference to words ending in c. Words ending in c do not form an adverb by adding ly but by adding lly.

Example:

<u>c words</u>	<u>ally words</u>
basic	basically
realistic	realistically
satiric	satirically
lyric	lyrically
elastic	elastically

Students should be asked to practice the pronunciation of these words and add more to the word list.

- E. Teachers should explain to the students that some words are misspelled because their letters are silent when they are pronounced.

Example:

Silent b:	climb, dumb, crumb
Silent h:	ghost, ghast, ghastly
Silent k:	knock, knack, know
Silent l:	alm, palm, calm
Silent t:	bristle, wrestle, apostle
Silent g:	gnaw, gnat, gnome
Silent p:	psalm, pneumonia, psychology
Silent w:	wrap, wrong, wretch
Silent s:	aisle, isle, island

Students could be asked to add more words to the list.

Furthermore, they should be encouraged to learn how the words are pronounced as well as how they are spelled.

III. Paragraph

- A. Teachers should encourage students to outline their work through listing thoughts and words in sequence. Also students should be encouraged to study the methods of paragraph development. Several examples should be reviewed with the students.
- B. Teachers should develop and analyze several paragraphs with the students.

Example:

- a. Comparison and contrast. Teachers should explain comparison and contrasting of paragraphs to the students. When comparing, they should write down the similarities between the paragraphs. When contrasting, they should look for differences in the paragraphs. Students should be encouraged to write paragraphs using the following techniques:
 - 1. Comparison of two things (similar things)
 - 2. Contrasting of two things (differences)
 - 3. Comparison and contrasting (similarities and differences)
 - 4. Causes of an occurrence
 - 5. Effects of an occurrence
 - 6. Causes and effects of an occurrence

Individual Activities

1. Keeping a checklist of misspelled words in their notebooks.
2. Learning and applying spelling rules.
3. Searching for pair of words.
4. Writing neat and legible papers.
5. Writing a list of words to be written on poster boards.

Materials

Worksheets, blackboard, posterboards, textbooks.

Groupings

1. Class activities
2. Written exercise

CLASSES IV AND V LEVEL

General Objective

Communication of thoughts through writing.

Specific Objective

1. Given the opportunity, all the students will write neat and legible words at least 85 percent of the time.
2. Given the opportunity all the students will bring materials that they are writing for other purposes to class at least 75 percent of the time.
3. All the students will spell correctly at least 95 percent of the time.
4. All the students will build on the activities they learn from Classes 1 to 3.

Suggested Activities

I. Writing neat and legible words

Teachers should present specific activities that would enable students to write neat and legible words. For instance, students could be asked to work on materials that could be shown to the whole schools. Also, the students could work on materials to be sent to students in other schools.

II. Materials for other classes

Teachers should encourage students to bring materials that they are writing for other purposes to class. The activity would enable teachers to help students in the types of skill that they need to improve.

Example:

1. Written materials to be submitted in other classes.
2. Given exercises on the dictionary, at least 65 percent of the students should be able to write down their answers clearly. Their handwriting should be neat and absolutely clear.
3. Given the opportunity, all the students should be able to share whatever they have learned outside their classes with each other.

III. Spelling Drills

Teachers should select words that are constantly misspelled by the students from their written assignments. Students should be drilled on these words until they are able to spell 100 percent of the words correctly.

IV. Previous Activities

Teachers should select materials designed for Classes 1 to 3 students for classroom instruction.

Examples:

1. Development of paragraphs
2. Letter writing
3. Time and tense
4. Essay writing

Materials

Textbooks, supplementary texts, blackboard, posters and other materials.

Evaluation

1. Oral exercises
2. Written exercises

CHAPTER 11

USING A DICTIONARY

General Objective

This plan is designed to supplement instruction in levels and skills and to teach students that a dictionary is an indispensable object.

Specific Objective

1. Given an introduction to the dictionary, all the students will demonstrate their interest in the subject by answering questions asked in class.
2. Given a number of study words, at least 75 percent of the students should be able to look up the definitions of these words and write complete sentences using these words.
3. Given exercises on the dictionary, at least 65 percent of the students should be able to write down their answers clearly. Their handwriting should be neat and absolutely clear.
4. Given the opportunity, all the students should be able to share whatever they have learned outside their classes with each other.

English Language Dictionaries

Name	Type	Year
1. The Chinese	the Shuo Wen	Early 150 B.C.
2. The Muslims	the Fiah al-lugha (Science of Lexicography)	10th Century A.D.
3. John of Carland (An English Grammarian)	Dictionaryous	13th Century
4. Nathan Bailey (greatest lexicographer)	Method of word collection and compilation	18th Century (published between 1721 and 1736)
5. Samuel Johnson	A Dictionary of the English language	18th Century (1747)
6. Noah Webster	American Dictionary of the English language	19th Century (1828)

Suggested Activities

1. Introduction to the English language dictionaries to students in Classes 1 to 5. Specific reference should be made to the names of the dictionaries, types and the year they were printed.
2. Appendix of Indo-European Roots. If present in the dictionaries prescribed for the students, teachers should discuss the appendix of Indo-European roots.
3. Proof Readers Marks Lectures on the proof readers marks should be given to the students. Teachers could then start using proof readers marks as guides when grading students' papers.
4. Roman Numerals. If present in the dictionaries that students are using, teachers should explain the difference between Roman numerals and ordinary figures.

5. Measurement Units

Metric units are currently taught to students in Nigeria.

Teachers should call the attention of the students to the section. This way, students would have a better understanding of words like liters, kilometers, etc.

6. Geologic Time Scale

The discussion of the geologic time scale would make the students more knowledgeable.

Example:

<u>Era</u>	<u>Period</u>	<u>Epoch</u>	<u>Years Before The Present</u>
Cenozoic	Quaternary	Holocene	11,000

7. International Code Flags

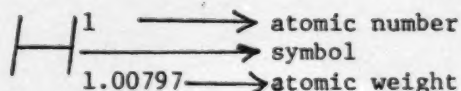
Teachers should point these out to the students.

8. Periodic Table of Elements

Most students have taken chemistry at one time or the other.

Teachers would help in facilitating what students are learning by pointing out symbols of elements, atomic number and atomic weight to them.

Example:



9. Digestive System

Biology and general science are subjects universal to the students. If a section on the digestive system is present in the type of dictionary that the students are using teachers should point out the section to them.

10. Currency (Table of Exchange Rates)

All students in Nigeria are familiar with the use of currency. Teachers would build up their interests in a much better way if the table of exchange is pointed out to them.

11. Months of Three Principal Calendars

Examples of topics which teachers could discuss are gregarian, Hebrew and Moslem.

12. Tables of Alphabets

Teachers should discuss the different forms of alphabets, their names, and their sounds with students. Languages should also be discussed at this section. Examples of languages which teachers should discuss are Arabis, Hebrew, Greek and Russian.

13. Symbols and Signs

These should also be discussed with the students.

14. Easy Reference Index

If present in the dictionaries that students are using teachers should call the attention of the students to it. The discussion of letter and page would help the students to find out a quick way of checking things out from their dictionaries.

15. Maps of Countries

The section on maps of countries should be pointed out to the students.

16. Proto-Indo-European

The Indo-European family of languages should be pointed out to the students. The discussion would help students in Nigeria to relate to languages different from their mother tongue.

17. Abbreviations and Symbols Used in Etymologies

Teachers should discuss the topic with students.

18. Books of the Bible

Discussion of the books of the Bible would help students understand the relationship between the different types of the Bible.

Examples:

1. Hebrew Scriptures
2. Old Testaments

The above topics are planned to enable students to improve their English through the use of their dictionaries.

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